DOCUMENT RESUME

ED 264 016 PS 015 494

AUTHOR Goodall, Joanne D.
TITLE Increasing Parent Involvement in Home Learning Activities.
PUB DATE Jun 85
NOTE 43p.; Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Home Programs; *Individual Instruction; *Kindergarten Children; *Learning Activities; *Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; Primary Education
IDENTIFIERS Maryland (Glen Burnie); *Parent as a Teacher

ABSTRACT

Kindergarten teachers in Anne Arundel County, Maryland, were given a daily schedule to follow which allotted time for teachers to work with large and small groups, but provided no time for individualized instruction. This practicum was planned and implemented to meet the need for individual attention for the 45 kindergarten children attending Glendale Elementary School in Glen Burnie. General goals were to: (1) provide information to parents about skills their child is developing in kindergarten; (2) supply materials for parents so that they can help their child practice those skills at home; (3) encourage discussions and interaction between the parent and child; (4) develop the parent's helping and evaluating techniques; and (5) provide another opening for communication between the kindergarten and the home. The practicum's specific goal was to have 90 percent of the parents participate in supervising their children's involvement with home learning activities. Almost 95 percent of the parents and children participated. The parents indicated that the shared activities helped them know which skills their child was learning in class, encouraged discussion between the parent and child about schoolwork, helped the parent to help the child, and aided the parent in judging the child's progress. Various forms and a sample home learning activity are appended. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED264016

PRACTICUM REPORT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Center for the
Advancement of Education
Ed.D. Program

INCREASING PARENT INVOLVEMENT IN HOME LEARNING ACTIVITIES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joanne D. Goodall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 015494

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

NOVA UNIVERSITY

PRACTICUM INFORMATION SHEET

Ed.D. Program in Early Childhood Education
Nova University

NAME Joanne D. Goodall CLUSTER Eleven

ADDRESS P.O. Box 339, Crownsville, Maryland 21032

TELEPHONE (301) 849-2296 DATE 27 May 1985

PRACTICUM TITLE Increasing Parent Involvement in Home Learning Activities

DOCUMENT IDENTIFICATION

___ Introductory Practicum Proposal

___ Introductory Practicum Report

___ Other Introductory Practicum Material

___ Major Practicum Proposal

✓ Major Practicum Report**

___ Other Major Practicum Material

PREVIOUS REVIEWER Dr. Georgianna Lowen

MAIL ALL PRACTICUM MATERIALS TO: Practicum Coordinator
Ed.D. Early Childhood Program
Nova University
3301 College Avenue
Ft. Lauderdale, Florida 33314

** OBSERVER VERIFICATION: If this is a practicum report, please have the observer verify that the practicum took place as described by signing below.

Barbara Cannon
Observer's Signature

Barbara Cannon
Print Name

5-20-85
Date

PS 015494

JAN 16 1986

Abstract

Increasing Parent Involvement in Home Learning Activities
Goodall, Joanne D., 1985: Practicum Report, Nova University Ed.D. Early Childhood Education Program
Descriptors: Primary Education/Individualized Instruction/Home Study/Parent Student Relationship/ Parent Participation

This practicum was designed to provide individualized instruction for kindergarten children in a rigidly-scheduled classroom setting. The need for the practicum was established by parent inquiries, comments from teachers that they do not have enough class time to do much individualizing of instruction, and a pre-study response sheet.

The chosen solution was to enlist the interest of the parents and provide them with learning activities which they could use at home to help their children. The majority of the learning activities were packaged in plastic bags with magnets attached so they could be kept on a refrigerator. All instructions and materials were enclosed.

Almost 95% of the parents and children participated; and the parents indicated that the shared activities helped them know which skills their child was learning in class, encouraged discussion between the parent and child about schoolwork, helped the parent to help the child, and aided the parent in judging the child's progress.

INCREASING PARENT INVOLVEMENT IN HOME LEARNING ACTIVITIES

PRACTICUM II SUBMITTED TO THE FACULTY OF THE

EARLY CHILDHOOD EDUCATION PROGRAM

IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

JOANNE D. GOODALL

NOVA UNIVERSITY

CLUSTER ELEVEN

June 1985

Observer: Barbara Cannon, Teacher Specialist
Glendale Elementary School
Carroll Road
Glen Burnie, Md. 21061

BEST COPY AVAILABLE

TABLE OF CONTENTS

TITLE PAGE		1
TABLE OF CONTENTS		2
CHAPTER		
1	THE INTRODUCTION	
	The County and the School System	4
	The Neighborhood and the Local School	6
2	THE PROBLEM	
	Description of the Problem	10
	Proof of the Problem	11
	Possible Causes of the Problem	12
	Review of the Related Literature	14
3	ANTICIPATED OUTCOME	
	General Goals	20
	Specific Goal	20
	Recording of Contacts and the Assessment	20
4	SOLUTION STRATEGY	
	Discussion of Possible Solutions	22
	Anticipated Calendar	23
	Solution Selected	23
5	RESULTS. CONCLUSIONS, AND RECOMMENDATIONS	
	Results	25
	Conclusions	28
	Recommendations	29
	Dissemination	29
RESOURCES		30

APPENDICES

APPENDIX A:	Needs Assessment Form	33
APPENDIX B:	Needs Assessment Responses	35
APPENDIX C:	Parent Letter	37
APPENDIX D:	Matrix Form	39
APPENDIX E:	Parent Response Sheet	41
APPENDIX F:	Parent Evaluation Form	43
APPENDIX G:	Parent Evaluation Responses	45
APPENDIX H:	Sample Home Learning Activity	47

Chapter One - The Introduction

A. The County and the School System

When Captain John Smith explored the Chesapeake Bay area in 1608, he noted in his journal that it is truly a "delightsome land". Reports such as his prompted religious refugees from England to settle in 1649 the area that later became Annapolis.

Today Annapolis, located twenty-four miles south of Baltimore and thirty-three miles west of the District of Columbia at the junction of the Severn River and the Chesapeake Bay, is a city of 32,000 people. It is the capital of Maryland and the county seat of Anne Arundel County. Annapolis boasts the greatest concentration of 18th century buildings anywhere in the United States; in fact, it is said to have more Georgian period houses, inns, and taverns than London, England. The city is also the site of the oldest Statehouse still in legislative use. Completed in 1779, the Statehouse was the meeting place of the Continental Congress; and thus, for a few months, Annapolis was the capital of the newly formed United States of America. In the Statehouse, the Continental Congress ratified the Treaty of Paris by which England formally recognized the independence of the United States. Since 1845, Annapolis has been the home of the United States Naval Academy, where visitors can see weapons displays, the tomb of John Paul Jones, air shows, fiercely-contested football games and other sports events, and the 4500 midshipmen and women during their dress parades and formations. Across a street from the Naval Academy is traditional St. John's College, founded in 1696 and known for its Great Books curriculum. Annapolis is also a maritime center well-known for custom yacht building and sail-making. It is the home of the Annapolis Sailing School, which in the past twenty five years has trained about 100,000 sailors from all over the United States. It is a busy port for both recreational sailors and for watermen with their crab and oyster boats. For two consecutive weeks each October the Sailboat and Powerboat Shows draw thousands of people from all parts of this country and even from foreign countries. Indeed, an estimated three million people visit Annapolis each year to tour these areas and also to enjoy the Annapolis Arts Festival each June, the Summer Garden Theater, the seafood restaurants, and the specialty shops.

In 1980, Anne Arundel County had a population of 370,775. Its land area is 418 square miles in a generally long narrow shape from north to south. The citizenry refer to it as "South County" and "North County", with Annapolis dividing the two sections. South County is a rural farming area where a visitor can watch tobacco auctions in the early summer or

search for antiques. It is a section where impressive historic mansions are contrasted with fieldhands' homes that don't have plumbing. There are also a few scattered farms that recently have been developed into housing areas - big homes on about five acres - for people who live in South County and drive into the District of Columbia to work. North County is more densely populated with one town blending into the next. The largest employer in the county is Westinghouse Electric Corporation. It has one facility next to the Bay Bridge east of Annapolis and another huge complex adjoining the airport in North County. Locally, the company employs 18,000 people. The airport, Baltimore-Washington International, accounts for much traffic to and through the area.

The Anne Arundel County school system is divided into four administrative areas with the Board of Education building in Annapolis. The public schools offer regular and special programs for students from pre-kindergarten through twelfth grade. There are 119 schools in operation. These include seventy-four elementary schools, nine middle, eight junior high, thirteen senior high schools, two vocational-technical centers, seven special education schools (for children with special educational needs), one learning center (an alternative school for pupils with behavioral problems), four evening high schools (operated at four senior high schools), and one outdoor education facility (for outdoor programs and activities). The student population in 1983-84 consisted of 28,799 elementary, 34,699 secondary, and 693 in special schools, for a total of 64,191. The student population has been declining in recent years. From 1982-83 to 1983-84 there was a -2.0% change.

The school system employs more than 6,000 full and part-time personnel. The certified staff is about 4,300, of which, in 1983-1984, 3,793 were teachers. The remaining staff serves a support role. There are budget analysts, auditors, buyers, programmers, and specialists in transportation and personnel. There are also secretaries and clerks, custodial and maintenance personnel, cafeteria workers, and bus drivers for the system-owned buses which transport handicapped students. Other buses are contracted. The approved budget for 1983-84 was $181,589,550. The capital budget was $8,070,982. The per pupil expenditure was $2,782. $8,223,000 (4.5%) of the revenue came from the federal government, $59,184,390 (32.6%) came from the State of Maryland, and $114,182,160 (62.9%) came from Anne Arundel County and local sources.

Early childhood education was begun in Anne Arundel County in the mid-1960's with 400 children enrolled in kindergarten classes funded by Title I. By 1970, a voluntary kindergarten

program was available to all eligible children through county funding. Kindergarten is not mandatory in the State of Maryland. If his or her parents choose to register the child, any child who is five years old by December 31st of that year may enter kindergarten in September.

In 1979, a state-funded Extended Elementary Education Program (EEEP) was begun. In Anne Arundel County it was initiated at three elementary schools: Tyler Heights in 1979, Freetown in January 1980, and Glendale in March 1980. Glendale was chosen for the program because state funds for another EEEP class suddenly were provided to the county and there was space available at Glendale for the additional class. The state supplies funding for the prekindergarten teachers and aides and for a teacher specialist at each school. The EEEP continues to operate in these three county schools; but it is done on a year-to-year basis as the county has not assumed responsibility for funding the program. Nor has the program been extended to other elementary schools.

B. The Neighborhood and the Local School

Glendale Elementary School is in the town of Glen Burnie, which is about fifteen miles north of Annapolis on the main highway connecting Annapolis and Baltimore. Pre-World War II Glen Burnie consisted of a small business district and about six hundred homes among tobacco fields and cantaloupe vines. Then in 1948, a thousand identical steel-frame ranch-type houses were constructed on concrete slabs and sold for $7,000, mostly to returning GI's. This became the Harundale area. Other areas were developed with similar houses; and Glen Burnie suddenly became suburbia, with some of the problems of suburbia. A review of newspapers from the late 1960's and early 1970's reveals a concern about X-rated movie theaters, pornography shops, and vacant stores. However, in the early 1980's, with leadership from the Glen Burnie Improvement Association, the town gradually is overcoming its poor image and revitalizing the business district. From south of Glen Burnie to Baltimore both sides of the highway are lined with fast food franchises, auto showrooms, and other commercial enterprises so that town boundaries are not evident to the traveler. The northern edge of Glen Burnie is slightly within the Baltimore beltway.

Glendale School serves families living in the subdivisions of Glen Gardens, Glenwood, Glendale Terrace, and the eastern section of Harundale. These are single family homes which range from 900 to 1200 square feet of living area on approximately 60' by 100' lots. Houses in the area are currently selling for about $55,000 to $63,000, depending upon any additions - such as a screened porch or a carport - which have been made to the basic house.

Since it is in the northern part of the county, Glendale School is in Administrative Area I, with Dr. Richard Milbourne as the Area Director. The main building of the school, which is thirty-three years old, is a three-story red brick structure designed to accommodate one thousand students. About six years ago, with the enrollment much below that level, one hall was closed; and Phoenix Glendale, a school for emotionally handicapped children, was created. It is physically within Glendale School, but it is administratively a separate school with a separate faculty and staff and different school hours. In the past, some of the Phoenix Glendale students have been mainstreamed into Glendale School classes; and the art, media, and speech teachers have instructed groups of Phoenix Glendale students. Music and physical education instruction are given by itinerent teachers.

The enrollment of Glendale School (April 1985) is 515 students. The student population is predominently Caucasian, with very few students of Black, Oriental, or mixed heritage. An estimate of the students' intellectual level can be gained from the results of the Cognitive Abilities Tests and the California Achievement Test administered in the fall of 1983, which showed for grade three a verbal ability score of 106 and a quantitative ability score of 104 and a total battery achievement score of 3.7 and for grade five a verbal ability score of 104 and a quantitative ability score of 103 and a total battery achievement score of 5.7.

The faculty of Glendale School consists of one primary teacher specialist, one full-time pre-kindergarten teacher, one half-time pre-kindergarten teacher, and one pre-kindergarten aide. These people are paid by the State of Maryland. The remainder of the faculty consists of: one full-time kindergarten teacher and one half-time kindergarten teacher, two first grade teachers, one first and second grade teacher, two second grade teachers, one second and third grade teacher, two third grade teachers, two fourth grade teachers, two fifth grade teachers, and two sixth grade teachers. In addition to the classroom teachers, there is a physical education teacher; an itinerent instrumental music teacher; a special education teacher for levels 1, 2, and 3; a special education teacher for self-contained level 4; a speech therapist; a reading specialist; a music teacher; an art teacher; a media specialist; and a half-time guidance counselor. There are two school secretaries and a part-time guidance secretary. The faculty and staff are supervised by the principal, Mr. Marvin O. Heptinstall, and the assistant principal, Mr. William Brown; and they are supported by the services of a school psychologist and a pupil personnel worker, who also serve other area schools.

Beginning January 18, 1983, Glendale School was made a demonstration center for EEEP. Approximately three hundred visitors toured the school on that day; and over a hundred more observed in the school between January and June 1983. The center was open for visitors again in 1983-84 and demonstration teaching for observers with identified needs was begun in January 1984 and continued through June. The State Department of Education did not provide funds to extend the demonstration center through 1984-85; however, Glendale School is now used by students from the education department of University of Maryland Baltimore County for their field experience.

Fourteen years ago, a one story brick building was erected on the Glendale School grounds. This is where the pre-school (pre-kindergarten and kindergarten) pupils are housed. From the entrance of the pre-school building to the nearest entrance of the main building, it is about fifty yards; and from the pre-school building to the main school entrance, it is about ninety yards. The smaller building is air-conditioned and contains two carpeted classrooms, each about 25 by 60 feet. The classrooms share an entry hall, a tile-floored art and cooking area, and two areas used for storage of instructional and art materials. Each classroom has two bathrooms with child-size fixtures. There is an intercom system for communicating with the school office in the main building.

As of April 1985, fifty children are enrolled in the Extended Elementary Education classes, thirty in the morning session, who are instructed by two teachers and the aide, and twenty in the afternoon session, who are instructed by one teacher and the aide. These pre-kindergarteners are in one of the two large classrooms in the pre-school building.

The kindergarten children are in the other large classroom. During the morning session there are two teachers in the kindergarten room; each with twenty-five students. In the afternoon session there is one kindergarten teacher with twenty students. A total of forty-five students is currently assigned to the full-time kindergarten teacher.

The teachers' responsibilities include instructing the children according to the curriculum prescribed by the Anne Arundel County Board of Education; identifying children who need further assessment by use of the Maryland Observation Screening Checklist and the Early Childhood Assessment Instrument; planning with resource personnel; keeping and recording required information; recruiting and supervising parent volunteers; and reporting pupil progress to parents. Other than the speech therapist's remedial work with selected

BEST COPY AVAILABLE

children, the pre-school classes are self-contained. The writer is the full-time kindergarten teacher. She has been a teacher for twenty-four years, teaching in Anne Arundel County for the past fifteen years and at Glendale School for eleven years.

BEST COPY AVAILABLE

Chapter Two - The Problem

A. Description of the Problem

On June 14, 1983 kindergarten teachers in Anne Arundel County met and were given the daily schedule they are to use. Some adjustments would have to be made according to local school opening times, but the schedule was to be as follows:

Maryland State Department of Education
Anne Arundel County Public Schools
Glendale Elementary School
Extended Elementary Education Program
Demonstration Center
June 14, 1983

TODAY

8:50	Opening Exercises	12:25
9:05	Directed Lesson (Total Group)	12:40
9:15	Movement Activity	12:50
9:20	Directed Lessons (Small Groups)	12:55

	Teacher	Independent	Independent	
9:20 - 9:40	Square	Circle	Triangle	12:55 - 1:15
*9:40 - 10:00	Triangle	Square	Circle	*1:15 - 1:35
*10:00 - 10:20	Circle	Triangle	Square	*1:35 - 1:55

* Transitional Activity

10:20	Activity Time - Snack	1:55
11:00	Outside Activities - Rhythms	2:35
11:10	Storytime	2:45
11:20	Dismissal	2:50

This daily schedule, recommended throughout the county by the Coordinator of Kindergarten and Early Childhood Education, was followed at Glendale kindergarten through the 1983-84 school year. Each session is tightly scheduled, with time allotted for the teacher to work with large groups and small groups of children. The Coordinator of Kindergarten and Early Childhood Education recommends that each teacher use a

BEST COPY AVAILABLE

kitchen timer in order to stay with the schedule. Even during the 10:20 - 11:00 a.m. and 1:55 - 2:35 p.m. activity time/snack periods, the teacher was supervising the whole group. It was at this time that she helped children open their milk cartons, cleaned up spills, buttoned art smocks, printed names on children's paintings, settled arguments or questions about games, and reminded children about how to use the activities safely and how to get along politely with the others. As the year progressed and the children became more mature, there was less need for this general supervisory activity on the part of the teacher, but then there were practice papers, done by the independent groups, to check, discuss, and distribute. Occasionally there were a few minutes in which to do some individual assessments; but there was no uninterrupted time in which to teach or review a concept. And when the teacher tried to take children aside for a few minutes of individualized help, it was not welcomed by the children because they could see their friends enjoying activity time; and they would cooperate most unwillingly. A classroom teacher cannot provide a significant amount of one-to-one instruction to more than a few students each day.

There are some parent volunteers who are very helpful with clerical tasks and preparation of art materials. However, they are not to do any assessment or instruction of students. They may supervise review activities.

Thus the problem was that the students - of whatever ability level - were receiving very little individual attention. It is not only the below average students who need extra practice at their level. The average students and those of high ability benefit from extra attention outside the small and large group teacher-directed lessons.

Another aspect of the problem was that the teacher was frustrated in her efforts to guide each child's individual development. The teacher does a great deal of assessing of students' progress; and she is aware of their academic needs. It is not enough to regard children only as members of the "square group", the "triangle group", or the "circle group"; and it is not enough to try to give extra attention only to those who are below average in their progress. All the students should have some individualized attention.

B. Proof of the Problem

The need for individualized instruction for the students has also been noted by many parents. After classroom observations or during conferences, parents have commented they would be happy to help their child at home if they just knew what to do.

That parents feel that home learning activities would be

BEST COPY AVAILABLE

helpful for their children was shown by replies to a needs assessment form (Appendix A). Thirty-eight of forty-three parents completing the form indicated an interest in home learning activities they could do on an individualized basis with their child. In analyzing the results of the form (Appendix B), it is interesting to note that the three most popular responses - home learning activities, monthly newsletter, and observing in the classroom - are all a means of communicating between the school and the home as to what is happening in the classroom.

Mr. Joseph Showall, Early Childhood Specialist with the Maryland State Department of Education, commented at a meeting with teachers at Glendale School that if the teacher has assessed the children and has placed the children in the proper group studying a concept those children need to learn, then the teacher is individualizing instruction. This viewpoint elicited several replies from the classroom teachers who pointed out that this could sometimes mean very large groups. To the teachers, individualization meant distinguishing or noticing one child from all the others. The classroom teachers did not want always to treat the students in groups. However, many of the teachers commented that they do not have time in the day to meet individually with as many of the pupils as they would like. Thus, this is also a problem other teachers perceive.

C. Possible Causes of the Problem

In Anne Arundel County, children can be admitted to public kindergarten if they will be five by December 31st of that year. It follows that some children begin kindergarten in September at the age of four years and eight months. Others, born earlier in the year, are five years and eight months of age. Consequently, there is a considerable spread in the students' individual maturity and experiences. Once entered, they are placed in a structured environment with instruction in language arts, mathematics, social studies, and science. The teachers do level the lessons and follow-up activities; and pupils can be changed from one group to another. However, each child is assigned to one of the three ability groups.

In the past few years, school systems, administrators, and teachers have been under pressure to teach children formally at an earlier and earlier age. Among the responses to this pressure have been early identification programs and early childhood assessment instruments. In Anne Arundel County Public Schools, kindergarten teachers are required to assess each student by October 31st and March 31st with the Maryland Observational Screening Checklist (MOSC) and also

BEST COPY AVAILABLE

continuously throughout the year with the Early Childhood Assessment Instrument.

These instruments help to identify the differing abilities of the students. In each developmental area, they are on a continuum from far below average for their age to far above average. Assessment helps to place the children into three instructional groups; but it also shows the many differences among students in those groups. Children learn at different rates; and they have different styles of learning. The children need further individual instruction and practice.

The Anne Arundel County school system traditionally has encouraged parents to reinforce the school curriculum. However, parents cannot do this without some support and guidance, especially at the kindergarten level where there are no textbooks. Kindergarten teachers in the county use the Language Experience Approach to reading, in which the children dictate sentences to the teacher about an experience they have shared. After various follow-up activities, copies of the stories are sent home with the children; but few parents understand how to do further practice or instruction. Parents need encouragement and materials of instruction. It is true that most homes have innumerable items which can be used as teaching aides and materials; but many parents are not trained to think of the instructional possibilities of these everyday items. They need to have the materials provided and directions on how to use them.

Helping the parents to provide individualized instruction and practice would be simpler if the parents and teacher could meet together occasionally to exchange ideas. The teacher could explain the concept s/he is teaching during class time; and together they could plan what could be done at home to reinforce the classroom teaching. Sometimes this is done with children whose parents bring them to school and meet them after class; but, of this teacher's current forty-five students, thirty are bus riders, and babysitters pick up six of the others. The parents and teacher formally confer three times each year: at a parent interview before school begins in September, at a fall conference in November, and at a spring conference in April. The teacher does meet parents informally on many other occasions, such as P-TA meeting; but often these meetings are unexpected, and there is no opportunity to plan specifically for that parent.

That parents are interested in helping to reinforce the curriculum at home is shown by the response to an informal survey. Before the school year began, the parents were asked to indicate what would be helpful to them as their child began kindergarten and thirty-eight of forty-three parents

BEST COPY AVAILABLE

responding answered that they would like to have learning activities for the children to take home to use.

D. Review of Related Literature

Several articles have been published in the past few years which contribute to the subject of this practicum. Susan Nall (1982) summarized a survey of 387 kindergarten teachers in a three-county area around St. Louis, Missouri. 76% of the respondents reported that the curriculum is becoming more cognitively oriented, 48% reported increased grouping for instruction, and 39% reported a greater use of commercial instructional materials. 25% of the teachers reported increased parental pressure for academic programs; and more grouping for instruction is a result of this pressure. On the positive side, 32% of the teachers reported more parent involvement.

Another survey was conducted in Henry Becker and Joyce Epstein (1982) of 3698 public school teachers representing more than 600 schools in Maryland. The purpose of the survey was to find how how elementary school teachers regard parent involvement and home learning and also to discover what proportion of teachers use this tool. The survey identified five categories of parent involvement: 1) techniques that involve reading and books, 2) techniques that encourage discussions between parent and child, 3) techniques that specify certain informal activities at home to stimulate learning, 4) contracts between teacher and parents that specify a particular role for the parents in connection with their child's school lessons or activities, and 5) techniques that develop parents' tutoring, helping, teaching, or evaluation skills.

The Becker and Epstein survey reports on the teachers' use of these parent involvement techniques. Approximately thirty percent of those responding rejected the techniques either because they thought there would be insufficient parent cooperation or because they thought the parents would not have adequate skills. Forty percent generally supported the techniques but only used them infrequently. Another thirty percent actively supported the techniques and incorporated them into their teaching practices. The techniques are more likely to be used by teachers of younger children. Also, teachers who have made home visits are the ones most favorable toward parent involvement techniques, most likely to use parent evaluations and parent classroom observations, and most likely to emphasize oral discussions between parent and child. However, only two percent of the teachers reported that they make many home visits.

In relating these categories to this practicum, numbers three and five are most applicable. Category three involves having

BEST COPY AVAILABLE

the parent supplement the formal school curriculum to ensure greater mastery of basic skills by the child. This can be done by the teacher's suggesting ways for parents to involve their child in learning activities at home, by sending home games or activities related to the child's schoolwork that can be done together by the parent and child, or by suggesting how parents can use everyday household materials and activities to supplement the child's learning. Category five involves providing instruction for parents in teaching and in making learning materials that can be used at home to supplement the school curriculum, offering classroom observations so the parents can see how teaching is done in school, and asking the parents to evaluate their child's learning or progress.

In another article, Epstein and Becker (1982) reported on some problems and possibilities their study suggests. Over one thousand of the teachers who responded to the survey added their own comments, which reflected their experiences in contacts with parents. Many teachers were concerned about the amount of time involved for everyone: the teachers must spend a great deal of time in preparing and explaining the activities, the parents have economic demands on their time plus the responsibility to develop their child's nonacademic skills, and the students need time to explore special interests. These time demands must be balanced against any expected benefits. Some teachers in the survey were doubtful about the ability of certain groups of parents - such as parents with little education or working and/or single parents - to help their children. Other teachers were uncertain of their principal's support for parent involvement. The basic issue seemed to be that parent involvement changes the traditional roles of both parents and teachers.

The survey respondents presented three different viewpoints on parent involvement: 1) parents cannot do much to help their children in learning, 2) parents should not help their children with academic learning, and 3) parents can be of great help if they are shown how to help. All, however, agreed that coordinating successful parent involvement involves a great deal of time and effort.

At the conclusion of their review, Epstein and Becker identify eight issues that need further research: 1) whether and how teachers can implement parent involvement programs that include all students' families, 2) how effective parents can be in improving their child's skills by a few minutes of learning time at home, 3) how the attitudes, training, and experiences of teachers and of principals contribute to developing parent involvement programs, 4) which types of parental involvement are most effective, 5) how to plan for

BEST COPY AVAILABLE

BEST COPY AVAILABLE

the special needs of each student, 6) how the teacher's role and behavior is affected by different techniques of parent involvement, 7) how to organize parent involvement so that the responsibilities and goals of students, parents, and teachers are clearly understood, and 8) how parent involvement techniques can be made a recognized part of the school program.

Programs using many different types of parent involvement have been studied; and research is documenting that such involvement can produce significent improvement in student achievement. Annette Shuck, Florench Ulsh, and John Platt (1983) reported on PEP (Parents Encourage Pupils), a program in a Philadelphia innercity school, in which children who were behind at least two grade levels in reading participated in a parent tutoring program. Parents helped their child read a book, do a homework assignment, work on a word list, or play a game involving reading skills. Afterwards, the parent completed a daily calendar showing what type of activity had been done that day, and the parent and child filled in a "happy face" on the calendar. Points were awarded the child for homework and reading laboratory work; and these could be accumulated and used to buy items such as kites, baseball caps, or books - most of which were donated by parents or civic groups. A comparison of the parent-tutored group with a control group which did not participate in parent-tutoring - but was equivalent in other variables - showed a statistically significant higher reading achievement for the students in the program.

A different type of parent involvement is illustrated by the New Approach Method (NAM) in Trenton, New Jersey, reported by the Office of Child Development (1970). In the New Approach Method parents use a series of eighty-four lessons they have taped to teach reading to their child at home. The first lessons introduce use of the tape recorder, color recognition, shapes, and number concepts; and then the lessons present letter recognition, consonent and vowel sounds, word families, and some sight words. The lessons are accompanied by worksheets to provide additional practice in the skill. If the child does not understand a skill, the parent can provide additional practice or request assistance from the school. The method proved successful not only in teaching the children to read, but the parents also felt the experience had improved communication between family members. The central concept of the program is personalized learning.

Another approach to a personalized kindergarten program with supplementary parent involvement has been implemented (Boulder Valley School District, Boulder, Colorado, 1975). The children were assessed by psychologists, reading

BEST COPY AVAILABLE

specialists, and speech therapists in individual and classroom settings. In addition to the individualized kindergarten program which all the children received, half the children also received a parent-directed at home program. The parent's role was to direct home learning activities, share information about the child, and attend parent workshops. Those children whose kindergarten program was supplemented with at home enrichment showed greater gains in achievement than those whose program was not reinforced at home.

The report states the difficulties a kindergarten teacher encounters when attempting to individualize the program. "A personalized learning program that fits the child's need is contrary to the traditional approach used in education which focuses on a curriculum content and fits a child to it as best he can. Consequently if a curriculum does not provide the instruction and practice that a particular child needs he can easily become lost and turned off to the learning process. It is difficult to plan and provide learning experiences appropriate for the learning needs of even 25 children for a portion of each school day, under the best of all conditions. For the kindergarten teacher this responsibility is doubled since she has 50 children a day instead of 25 (25 in the morning and 25 in the afternoon)".

The report also states three reasons why parent involvement is necessary: 1) the child's attitude about school and learning will be different when there is cooperation between the parent and school personnel, 2) the parent will have a sense of partnership, and 3) a pattern of communication is established so that the parent and school personnel can work to resolve any problems that might arise as the child develops.

An early childhood education at home project in West Virginia is the subject of a report by Mary JoAnn Richards (1975). In this project, toys and developmental learning materials were taken to the child's home weekly. Their use was explained to the parent so s/he could introduce the child to them. A result of the project was a decreased retention rate in first grade.

A multi-pronged approach to involving parents is used by reading specialists in Montgomery County, Maryland. This program, as reported by Annette Breiling (1977), consists of meetings to give parents ideas and materials they can use with their children at home. It is hoped the program will expand to include home visits for parents who cannot come to meetings, a game lending library, and home learning kits.

In the report, "Parents as Models for Reading", Patricia Koppman (1978) sums up the educators' obligation when urging parents to help their children learn. She states, "If we want parents to become involved, we need to provide them with guidelines and suggestions for encouraging their children's learning." In directing this learning, tasks should be shared between parents and teachers.

Janet Grim, editor of "Training Parents to Teach; Four Models", emphasizes that four aspects must be considered in planning a parent involvement program: 1) getting parents to participate, 2) exchanging information with parents, 3) supporting parents emotionally, and 4) improving parent-child interactions.

Dorothy Rich, the founder of the Home and School Institute of Trinity College in Washington, D.C., was quoted by Deborah Churchman (1981) as stating, "No one can individualize learning like a good parent. Even the best schools can't do it - they don't have the time and connot know your child the way you know him". Dr. Rich has developed a series of recipes using everyday objects or situations to help parents teach basic reading and math skills in conjunction with the school. Dr. Rich says, "These are nonthreatening games the parents can play with the child. Really, it's a way for the child and parent to get together and show that they care about each other. And that's the key".

The concept of parents' participation in their children's learning seems to be receiving support in recent years from both teachers and parents. A National Edcucation Association poll (1981) found that over ninety percent of the educators responding favored more home school interaction. And a Gallop poll (1978) investigating public attitudes toward education found that parents favor more parent-teacher conferences and more information about what parents can do to supplement the school program. In interviewing parents, the survey-takers found that "They would like to know much more about what parents can do in the home to help their children in school".

Harry Sartain (1981) has noted that educators have been reluctant to use family resources because of doubts that family members can be effective in providing learning experiences. However, he reports that only about a third of a child's learning can be attributed to formal school teaching and the remaining two-thirds is gained in the family and community. This suggests that family members not only can enhance general child development but also can be trained to provide specific learning experiences. He mentions that teachers can construct learning packets for parents to use at home.

BEST COPY AVAILABLE

Kathleen Cotton and William Savard (1982) made the hypothesis that "The involvement of parents in the instruction of their primary and upper elementary level children has a positive effect on the academic achievement of those children"; and they summarized seventeen studies dealing with the academic results of parental involvement in the instruction of their children to support that hypothesis. There were several different types of parental involvement; included were home tutoring, feedback on homework, monitoring study at home, discussion periods concerning student reading, and parent-assisted learning at school. Only three studies failed to find that the achievement outcome of parent-involved learning was superior to that without parent involvement; achievement increases were documented in fourteen of the studies.

Chapter Three - Anticipated Outcome

A. General Goal

This practicum was designed with five general goals: 1) to provide information to the parents about which skills their child is developing in kindergarten, 2) to supply materials for parents to help their child practice those skills at home, 3) to encourage discussions and interaction between the parent and child, 4) to develop the parent's helping and evaluating techniques, and 5) to provide another opening for communication between the kindergarten and the home. The take-home activities were developed to accompany the skills taught in kindergarten and outlined in the Anne Arundel County Board of Education Scope and Sequence charts. The games or activities were to be provided to the parent completely assembled. The nature of the activities would require that the parent work with the child for a few minutes or, at the very least, check the child's work when it was finished. General directions and encouragement were to be given to the parent during parent-teacher conferences; and parents were to be asked to respond as to how well the child could demonstrate the skill. A response sheet to be completed by the parent was to be included with each activity and would invite the parent to evaluate how well the child could do the activity. (Appendix C)

B. Specific Goal

The specific goal was to have 90% of the parents participate in supervising their children with home learning activities. This participation was to be demonstrated by those parents who returned ten or more response sheets.

C. Recording of Contacts and the Assessment

The teacher was to record on a matrix form the number of home activities completed by each student (Appendix D). In general, the aim was to send home a learning activity for further practice just after the student had learned the skill in class. The parent response sheet was to be included in the activity packet (Appendix E). It was to be completed by the parent and returned to the kindergarten with the activity. It would include a checklist as to how well the child had performed the activity and comments volunteered by the parent. These comments were to be answered by the teacher either with an alternate activity if the parent thought that more practice was needed or with an answer to the parent's question.

In order to assess the parents' reaction to the home learning activities, they were to be asked to complete an evaluation

form (Appendix F) after the Spring conferences. These evaluation forms were to contain six statements rated from one (low) to five (high), related to the five general goals of this practicum. For the goals to be considered achieved, an average score of twenty-four should be attained.

The matrix recording form was to be analyzed at the end of the implementation period. Those parents of children who were members of the class from September through April and who signed the response sheets to indicate that they supervised ten or more learning activities were to be regarded as having demonstrated their involvement. The specific goal was to have 90% or more of the parents participate.

Chapter Four - Solution Strategy

A. Discussion of Possible Solutions

In this situation, the teacher directs three group lessons each kindergarten session in addition to providing a leveled follow-up activity for each of the three groups and a related group art activity. Much assessing is done with the use of the Maryland Observation Screening Checklist and the Early Childhood Assessment Instrument. The teacher is aware of some unmet needs in the individual student's acquisition of of skills and also perceives that all the students would benefit from regular individual supervision and encouragement. However, the daily class schedule permits only irregular opportunities for individual student help. The adult volunteers do provide some review of skills but they cannot do any teaching or anything that could be construed in any way as assessing the students. It seems natural to turn for help to the parents - those most concerned for their child.

The readings showed several different forms parent involvement has taken in other situations; and the question to be decided was what form of parent involvement would be most effective in this situation. A program in which the students accumulate points with which to buy tangible rewards does not appear suitable since the cost of providing even small items over a year's time for participating children would be considerable. Also, a program requiring a tape player for each child would not be feasible because parents are not to pay for materials of instruction. Having an adult deliver the learning materials to the home and explain their use to the parent is not possible because such a person is not available. Parent workshops to make learning materials were mentioned in the readings; but the children whose parents did not attend would be penalized by not having the activities available. During the 1983-84 school year, the Coordinator of Kindergarten and Early Childhood conducted a "Make It - Take It" session for the parents of Glendale students. Eleven people returned a notice that they would attend, and seven actually did come. Only one mother had a kindergarten child. However, that mother commented later to the kindergarten teacher that she didn't know which of the activities she should make for her child, and the Coordinator - not knowing the child - could not tell her.

There were elements among the programs reported in the literature that could be adapted to the local situation. The emphasis should be on the parent's supervision of home learning activities and on sharing information with the teacher. Dr. Dorothy Rich of the Home and School Institute provides parents with recipes for activities; but since

household items are used, the materials are not provided. To be certain that the activities correlate with the curriculum, materials could be provided. Also, learning materials could be delivered to the home along with instructions for use, but by the student rather than an adult.

Any method selected had to provide activities to correlate with the Anne Arundel County Board of Education Scope and Sequence Charts for kindergarten, use materials approved for the public schools, and set in place a means of communication between the parent and teacher.

B. Anticipated Calendar

August 1984	Request permission for study
August 15-16	Arrange home visits
August 20-28	Make home visits
September 4-6	Parent conferences
September 28	Issue letter about home activities
November 14-16	Parent conferences
April 24-26	Parent conferences
June 1985	Submit report

C. Solution Selected

A list of entering kindergarteners with their parent's name, address, and telephone number was obtained by the teacher before classes began. The teacher contacted the parents to arrange a visit to meet their child.

Parents of students in previous classes have frequently mentioned the need for information and guidance on how to help their children practice skills at home. At the beginning of the 1982-83 school year, thirty-eight out of forty-three parents completing a survey form indicated that they were interested in home learning activities. As corroboration of parents' interest in home learning activities, a similiar survey made at the beginning of the 1984-85 school year, showed that thirty-eight of forty-six parents also shared an interest in home learning activities (Appendix A).

After the parent conferences, a variety of home learning activities was displayed and their use was explained. Any parent questions were answered.

Student assessment began immediately. The teacher recorded each student's performance for the Maryland Observation Screening Checklist (MOSC) and for the Early Childhood Assessment Instrument (ECAI). Three weeks after the beginning of the school year, a letter (Appendix C) was sent to the parents reminding them of the beginning of the program. Each activity was enclosed in a clear plastic

storage bag and accompanied by a parent response sheet (Appendix E). The teacher attached magnetic strips to the top of the storage bags so they could be kept on the refrigerator while at the student's home and thus convenient for use. The teacher kept a record of the activities taken home and returned by each child. This record was in the form of a matrix (Appendix D) with the students' names on the left side of the sheet and the titles of the activities across the top of the sheet. When an activity was given to a student, a diagonal line was drawn in the box that intersects the student's name and the title of the activity. The date was entered above the line. Then when the activity was returned, the date was noted below the line.

Using the kindergarten curriculum as a guide, many home learning activities were made and laminated. As the students were assessed, some special needs became apparent. For example, one student was already reading, and activities were needed on her level. Parent volunteers made the home learning activities as the year progressed. The teacher had several activities being prepared at all times so that parent volunteers always had something useful to do.

During the parent conferences in November and in April, the learning activities were one of the items discussed. In April, the parents were requested to evaluate their family's experiences with the home learning activities. (Appendix F)

BEST COPY AVAILABLE

Chapter Five - Results, Conclusions, and Recommendations

A. Results

It should be noted that the trend toward a more structured daily schedule with less time for either teacher or student initiative has continued in this situation. During the planning days in August 1984 before the students began attending school, a meeting was held of the school principal, the teacher specialist, and the two kindergarten teachers. The following daily schedule was adopted:

Kindergarten Schedule

8:50	Opening Exercises	12:20
9:00	Directed Lesson (Total Group)	12:30
9:20	Group Lesson	12:50
9:35	Social Studies (Monday and Tuesday) Science (Wednesday, Thursday, and Friday) (Total Group)	1:05
9:55	Group Lesson	1:25
10:10	Movement	1:40
10:20	Group Lesson	1:50
10:35	Snack	2:05
10:45	Inside or Outside Playtime	2:15
11:00	Story	2:30
11:20	Dismissal	2:50

Thus it can be seen that the problem of individualizing instruction was even more acute during the 1984-85 school year than in the previous one. Only the fifteen minutes during playtime was not specifically assigned.

A list of thirty-nine entering kindergarteners was obtained and the parents were contacted to arrange a home visit by the teacher. Thirty-six home visits were made. Three families were not visited: one mother was still in the hospital after having a baby; another mother spoke only Japanese and the father was not at home; and the third mother refused the home visit by saying that her husband didn't want people to come into their house. One of the concerns brought up repeatedly by the parents during the home visits was the matter of how they could reinforce the school learning at home. The parents want something tangible - not just general directions. One suggestion was home learning activities.

Some home learning activities were on display during the parent conferences; and their use was explained. Forty-five

conferences were held during the days set aside for them; and two more were held during opening days of the school year. A few parents immediately wanted to select several activities and take them home for their children; but it was explained that the activities would be sent home as their child needed them.

On September 28, 1984, a letter was sent to the parents to inform them of the beginning of the program and to remind them of the general directions. During the conferences, parents had indicated they understood that the activities were to be kept at home for just a few days and that they would supervise their kindergartener as s/he practiced the skill; however, it seemed best to give them a written reminder.

The school year began with a class enrollment of forty-seven students. As the months went by, eight more students enrolled and ten withdrew. All of the children were offered the home learning games for whatever length of time they were members of the class. Of the original group members - those who took part from the opening of school - thirty-seven remained at the end of conferences in April.

All but two of these original thirty-seven children employed at least ten home learning activities; and some used many more than ten. Of the two who did not, a parent confirmed the use of eight activities for one child and two for the other. In each case, two or three more activities were sent home. The child who had done eight confirmed activities brought her additional activities back with the response sheet obviously signed by the child with her mother's first name. The mothers of these children were queried. Both said they were not usually home when the children returned from school, and the children took the activities into their rooms to do rather than leaving them on the refrigerator. Thus, the mothers did not know the children had received the activities. One mother commented, "Once something goes into her room, it never reappears". It was suggested to the mothers that they tape up a bag or box and remind their children to put papers, notes, or activities there that they bring home from school.

Since thirty-five of the thirty-seven original class members employed at least ten activities each, the specific goal of 90% participation can be considered attained. The participation rate actually approached 95%.

Except for one instance, parent reaction to the home learning activities was uniformly positive. The one negative note came from the mother of a little boy who was withdrawn after a short time so that he could attend a Christian school. She

wrote, "I would appreciate it if you would not send any of these kind of games home for ------ to do, because he's being raised by Gods (sic) word".

Other comments were as follows:

"I thought the activity was very educational and Pat did exceptionally well."

"She enjoys homework."

"She is really doing so well with these projects."

"Enjoyed playing a game with him."

"I was very pleased."

"I think your games for learning are great. They make it more fun for George to learn."

"I was very impresse; he did very well."

"This activity really helped Chuckie."

"This practice has helped Billy a lot."

"Joshua started fair and greatly improved."

"Thanks, it really helped."

"Brian really did good with this."

"We all enjoyed working with this activity."

"Billy did great!"

"She surprised me."

"This activity was fun."

"Great idea using the magnets on the back."

"Mike did very nice."

"Billy enjoys playing these activity games."

"Keep it up. Thank you!"

"She really enjoys working with the cards."

"He really did a good job with the letters and he enjoyed it because it was like a game for him."

"I really liked this activity; Danny enjoyed doing it."

"I feel she enjoys this activity - it's creative and makes learning fun."

"She did very good on this activity."

"he (sic) did great - showed much interest."

"very good learning activity"

"I like this one very much and so does she."

"I was very surprised at how well Brandon did on this. I am very pleased with these activities."

"After hearing and reading about Marylands (sic) inadequacies regarding education, such after hours activities as this are very encouraging. Thank you."

"Shannon knows them but she likes to play games."

"I think the 'homepaks' are a great idea!"

"Chrystle seems very eager to learn this activity on the number sequence."

"Leigh really enjoyed playing with the numbers and showing us something from her classroom."

"He placed them in order backwards, too, for more fun!"

"Timmy enjoys these activities very much."

"very pleased with the way she handled this activity"

When parent conferences were held at the end of April 1985, the parents were asked to complete an evaluation form related to the general goals (Appendix E). Forty-five conferences were held; however, only the parents of those children who had participated in the program from its beginning were asked to complete the form. Consequently, thirty-six parents responded; the mother of the thirty-seventh original participant did not come for a conference. With six items to be rated on a scale from one (low) to five (high), the general goal was to attain an average score of twenty-four. This goal was reached, for the average score on the evaluation forms was twenty-nine.

An unexpected result of the project was that the teacher specialist, Barbara Cannon, asked to use some of the activities as samples for a parent "Make It - Take It" session on April 23, 1985. Several parents attended - seven of them parents of kindergarteners - on a drop-in basis during the day. What made this session of help to the parents was that the teacher specialist earlier had observed the kindergarteners and had conferred with the teacher. Therefore, she was able to offer specific ideas when the parents requested suggestions.

Some of the parents commented:

"It gave me many more ideas on teaching in the areas my child needs help."

"Loved the games! Will be good for quiet times and rainy days this summer."

"I enjoyed the projects - they were very imaginative."

"It will help me work with my children."

"Many good ideas and no cost."

"Activities were suggested to help my child."

Other aspects of using home learning activities deserve attention. The main consideration in developing and using home learning activities is the enormous amount of time involved. Parent volunteers and the teacher spent innumerable hours constructing and laminating the activities. In addition, the teacher spent several hours after classes each week checking in the activities, replacing lost pieces, writing directions, and reassigning the activities. Also, sometimes families kept the activities for a longer period than planned, so that alternate activities had to be assigned to other children. Balanced with these considerations should be the fact that the parent's additional observations as to the child's progress were very helpful to the teacher in planning daily lessons and when talking with the parent.

B. Conclusions

The general and specific goals of this practicum were

accomplished. Over 90% of the children and their parents participated in using the home learning activities. Also, the parents indicated that the sharing of home learning activities with their children helped them know which skills their child was learning in school, encouraged discussion between the parent and child, helped the parent to help the child, and helped the parent to judge the child's progress.

C. Recommendations

The writer would recommend that teachers develop and use home learning activities as an adjunct to the kindergarten curriculum. However, the materials could be expanded gradually over a period of two or three years, so that the teacher's energy is not overtaxed in one year.

D. Dissemination

A copy of this report will be given to the teacher specialist, Mrs. Barbara Cannon, the school principal, Mr. Marvin Heptinstall, and to the Area Director, Dr. Richard Milbourne. Copies of the abstract will be distributed to other teachers in the school.

BEST COPY AVAILABLE

RESOURCES

Becker, Henry J. and Epstein, Joyce L. Parent involvement: a survey of teacher practices. The Elementary School Journal, vol.83, no. 2, 1982, pp. 85-102.

Breiling, Annette. Using parents as teaching partners. The Education Digest, Feb. 1977, pp. 50-52.

Churchman, Deborah. Home teaching strengthens children's work in school. The Christian Science Monitor, Sept. 28, 1981.

Cotton, Kathleen and Savard, William G. Parent involvement in instruction, K-12: research synthesis. (ED 235397).

Epstein, Joyce L. and Becker, Henry J. Teachers' reported practices of parent involvement: problems and possibilities. The Elementary School Journal, vol.83, no. 2, 1982, pp. 103-113.

Gallup, George H. The 10th annual Gallup poll of the public's attitudes toward the public schools. Phi Delta Kappan, Sept. 1978, pp. 33-45.

Grim, Janet. Training parents to teach: four models. First Chance for Children. (ED 102778).

Koppman, Patricia. Parents as models for reading. Reporting on Reading. (ED 157018) 1978.

Nall, Susan W. Bridging the gap: preschool to kindergarten. Childhood Education, Nov.-Dec. 1982, pp. 107-110.

National Education Association. Nationwide teacher opinion poll. Washington, D.C. 1981.

New approach method (NAM). Effective Reading Programs. Office of Child Development, Washington, D.C. (ED106810)

Personalized kindergarten program with supplementary parent involvement. Boulder Valley School District, Boulder, Colorado. (ED 116791).

Richards, Mary J. Early childhood education at home project. Department of Health, Education, and Welfare. Washington, D.C. (ED 120995).

Sartain, Harry. Mobilizing family forces for worldwide reading success. International Reading Association. (ED 203289).

Shuck, Annette, Ulsh, Florence, and Platt, John S. Parents encourage pupils (PEP): an intercity parent involvement reading project. The Reading Teacher, Feb. 1983, pp. 524-527.

APPENDIX A

Needs Assessment Form

Dear Parents,

One objective of our program is developing good parent-school relationships. A milestone for both parent and child is the day when the child enters kindergarten. Sometimes this is also the parent's first contact with Glendale School. It is important that this contact be successful as it can form the basis for a parent-school relationship that will last for the child's entire school career. Communication and information shared between the parent and the school will help each child have a successful learning experience. Activities and programs can be offered to help parents understand the school curriculum.

As a parent, would any of the following be helpful or of interest to you:

Observing lessons in the classroom ___
Kindergarten math objectives ___
Kindergarten science units ___
Kindergarten social studies units ___
Language experience approach to teaching reading ___
Monthly newsletter about class activities ___
Learning activities for the children to take home to use ___

If you have any other concerns or questions about the kindergarten program, please note them below.

APPENDIX B

Needs Assessment Responses

Observing lessons in the classroom (19)
XXXXXXXXXXXXXXXXXX

Kindergarten math objectives (16)
XXXXXXXXXXXXXXX

Kindergarten science units (9)
XXXXXXXXX

Kindergarten social studies units (6)
XXXXXX

The language experience approach to teaching reading (27)
XXXXXXXXXXXXXXXXXXXXXXXXXX

A monthly newsletter about class activities (39)
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Learning activities for the children to take home to use (38)
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

BEST COPY AVAILABLE

APPENDIX C

Parent Letter

September 28, 1984

Dear Parents,

This year I plan to begin a new program concerning home learning activities. A home learning activity may be given to a child for extra practice in a skill. It may also be given to a child so that you, the parent, can see how well the child is doing in that skill.

Because the program is new and many of the materials are teacher-made, I hope you will let me know what you think of the various activities. I have tried to make the activities convenient for the parent to supervise. Many of the packets have magnets attached and can be kept on the refrigerator. It will be necessary to return the packets after three or four days since some of the children will be sharing activities.

When your kindergartener brings home an activity, please spend about five or ten minutes helping him or her with it. There will be directions and all necessary materials in each packet. Praise the child for his or her efforts.

There will also be a parent response sheet in the packet for you to fill out indicating how well you think your child has mastered the skill. I hope this will be a good way for us to work together to provide the experiences necessary for a successful student.

Thank you -

BEST COPY AVAILABLE

APPENDIX D

Sample Matrix Recording Form

38

APPENDIX E

Parent Response Sheet

Parent Response Sheet

Child's Name _____

Title of Activity _____

How do you think your kindergartener did with this activity:

_____ Good

_____ Fair

_____Needs more practice

Comments:

Signed _____

APPENDIX F

Parent Evaluation Form

Parent Evaluation Form

On a scale of 1 to 5, with 1 being low and 5 high, please rate your response to the following statements:

1. The home learning activities have helped me know which skills my child is learning in school.

   1 2 3 4 5

2. The teacher has supplied activities for me to help my child practice these skills.

   1 2 3 4 5

3. The activities have encouraged discussion between my child and me.

   1 2 3 4 5

4. The home learning activities have helped me to help my child.

   1 2 3 4 5

5. The home learning activities have helped me to judge my child's progress.

   1 2 3 4 5

6. Home learning activities should be given to the students next year.

   1 2 3 4 5

APPENDIX G

Parent Evaluation Responses

Parent Evaluation Responses

1. The home learning activities have helped me know which skills my child is learning in school.

1		(0)
2		(0)
3		(0)
4	XXXXX	(5)
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	(31)

2. The teacher has supplied activities for me to help my child practice these skills.

1		(0)
2		(0)
3	X	(1)
4	XX	(2)
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	(33)

3. The activities have encouraged discussion between my child and me.

1		(0)
2		(0)
3	XX	(2)
4	XXX	(3)
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	(31)

4. The home learning activities have helped me to help my child.

1		(0)
2		(0)
3	X	(1)
4	XXXXXX	(6)
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	(29)

5. The home learning activities have helped me to judge my child's progress.

1		(0)
2		(0)
3	XX	(2)
4	XXXX	(4)
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	(30)

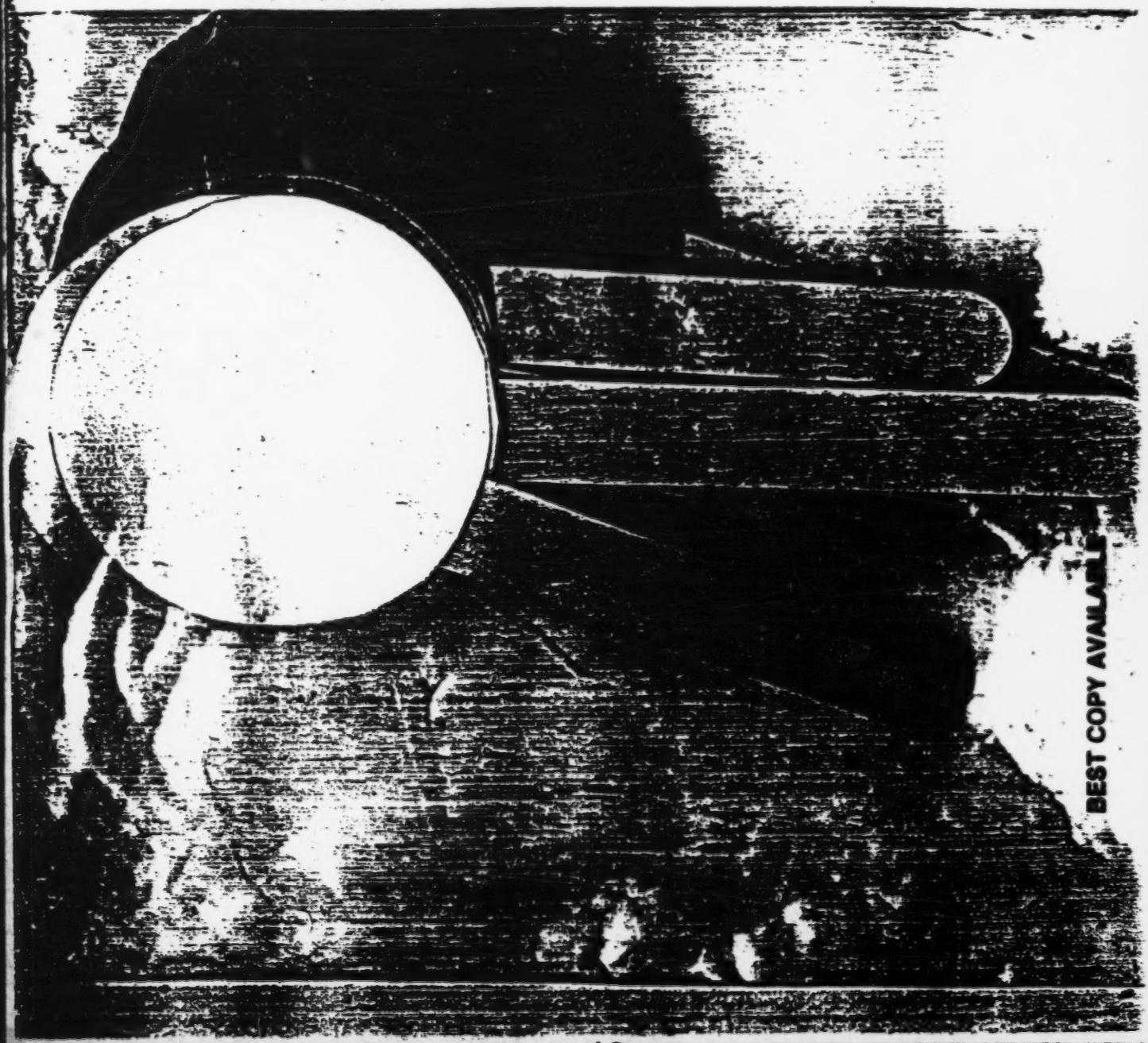
6. Home learning activities should be given to the students next year.

1		(0)
2		(0)
3		(0)
4		(0)
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	(36)

Home Learning Activity - Lollipop Color Game

Sample Home Learning Activity

Hold up a lollipop. If the child can name the color of the lollipop, s/he can hold it. Continue the game until the child can name all the lollipop colors.



BEST COPY AVAILABLE